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ABSTRACT

A project was conducted to create a communications network for adult basic education (ABE) instructional staff and administrators throughout Arizona. Included among the major accomplishments of the project were the following: development of a statewide directory of ABE program instructors and administrators, use of the project-developed networking directory in the planning and administration of a statewide teaching techniques survey, and publication and distribution of a teaching techniques survey handbook to all survey participants and ABE project directors in the State. This project report includes the following project materials: the form used to collect data for the State directory; the questionnaire used to solicit teaching techniques and curriculum development ideas; a compilation of various techniques and learning pertaining to instructional delivery in math, reading, social studies, writing, science, and English as a second language that were gathered through administration of the teaching techniques survey; and a teaching techniques survey evaluation. (MN)

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RIO SALADO COMMUNITY COLLEGE

ADULT BASIC EDUCATION PROGRAM
135 North 2nd Avenue
Phoenix, AZ 85003

FINAL REPORT

for

CREATING AN ABE NETWORK

A Staff Development Project

A 310/Special Demonstration Project

1984 - 1985

Project Director: Mary I. Johnson, Associate Dean of Instruction

Project Coordinator: Janet C. Gesin

U.S. DEPARTMENT OF EDUCATION
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MARICOPA COMMUNITY COLLEGES

CREATING AN ABE NETWORK

A Staff Development Project

The main priority in Adult Basic Education (ABE) classes throughout the state had been providing them with instructors, books and materials. Instructors faced a variety of concerns, sometimes, seemingly alone. Rio Salado Community College (RSCC) recognized the necessity of a communications network for instructional staff and administrators throughout Arizona. This project worked to provide that service.

IMPLEMENTATION

Objective 1: To provide a statewide directory of ABE program instructors and administrators.

An initial needs assessment and information sheet was sent to all Project Directors in Arizona with duplication permission and a request that the sheet be distributed to all staff. The response time was very slow and an additional reminder was mailed to the Project Directors. Before the information sheet was mailed, phone calls were made to various staff members statewide about the feasibility of publishing phone numbers. Those selected preferred that phone numbers not be released. Therefore, phone numbers were not included in the information sheet. After the information sheets were received by RSCC, Renee Cornell was selected as editor of the DIRECTORY. Her experience as editor of The Express Press, a statewide student newspaper provided the basis for this decision. A total of two hundred and nine volunteers, instructors, staff and administrators completed the information sheet and their information was included in the DIRECTORY. (See ITEM 1)

Many times an instructor felt she/he was the "only person" who had class in a jail or had class in a shopping mall. The ABE NETWORKING DIRECTORY was planned to provide a form of networking support system for staff members throughout Arizona. It was important to realize that other instructors faced and solved similar problems. (See ITEM 2)

Due to the expansion of copy and materials covered by THE COMMUNIQUE, the issuance of another statewide newsletter seemed redundant. It became apparent that Objective 2 as stated in the original proposal: to publish two newsletters for ABE instructors and administrators listed in the directory would be repetitive. A request was sent to Mr. Sterling Johnson, Director, Adult Education Division to change the objective.

Objective 2: Utilize the ABE NETWORKING DIRECTORY to further strengthen state wide networking of adult educators through a TEACHING Techniques Survey.

Every person who submitted an entry for the ABE NETWORKING DIRECTORY was included in the mailing for the Teaching Techniques Survey.

Each ABE/GED instructor received a self-addressed, stamped envelope with a peer's name and two Teaching Techniques Survey sheets (See ITEM 3). Each person was asked to complete, listing teaching techniques/curriculum development ideas and

mail a copy to a "pen pal" and the other copy in a self-addressed, stamped envelope to Rio Salado Community College, Adult Basic Education Program. There was no financial cost to the participants. Each ESL instructor received the same with the exchange being for another ESL instructor. If an instructor taught in both fields, then she/he received two "pen pals". Thirty-nine percent of the participants in the DIRECTORY submitted technique(s) to the Teaching Techniques Survey. Many instructors submitted techniques for several sections. It is possible that others exchanged techniques with their peers, but did not mail them to RSCC.

Objective 3: To produce a Teaching Techniques Survey Handbook, listing all the information returned to RSCC ABE Program, and distribute this to all participants and Project Directors.

The response to the Teaching Techniques Survey was encouraging. A total of fifty persons submitted materials to RSCC. Many also submitted handouts; however, an editorial decision was made not to include these due to the poor duplication quality of many. The Teaching Techniques Survey was divided into math, reading, social studies, writing, specialized (a section for teaching techniques/curriculum development ideas and program ideas that could not be categorized) and English as a Second Language. Several contributed to more than one section. (See ITEM 4)

EVALUATION

An evaluation sheet (See ITEM 5) included in the ABE NETWORKING DIRECTORY, and distributed to all participants. A composite sixty-three percent of the returned evaluations could foresee utilizing the DIRECTORY to contact peers in the state for comparing techniques, re-acquainting self with workshop participants and establishing new bonds using information in the DIRECTORY. Seventy-five percent could see the usefulness of updating the DIRECTORY every year or every three years. Seventy-five percent of the participants planned to network with peers listed the ABE NETWORKING DIRECTORY.

A majority (seventy-three percent) of the evaluations returned reflected positive responses to contacting peers and establishing new bonds with instructors throughout Arizona; affirmed the usefulness of the techniques for classroom instruction and instructor reinforcement; and received a Teaching Techniques Survey from a peer. (See ITEM 6) Two suggestions for future statewide networking exchanges included a statewide two-day conference and another workshop for exchanging ideas.

DISSEMINATION

Multiple copies of the DIRECTORY and evaluation forms were mailed to all Project Directors statewide for dissemination to participants within their ABE Program. Each Project Director in Arizona and adult educator statewide who contributed to the Teaching Techniques Survey Handbook received a copy and an evaluation form.

RECOMMENDATIONS

It would be the recommendation of the Rio Salado Community College Adult Basic Education that the participants in a ABE NETWORKING DIRECTORY be listed additionally by programs within the county listing. This designation would

provide another avenue for networking. Many times instructors were recognized with program name and not necessarily by county listing. This was not done this time because of the format selection. A new format must be designed to accommodate this change.

Professional affiliations was listed in Objective 1, but was not included in this DIRECTORY. A recommendation would be to have professional affiliations be included, as another possibility for peer networking.

CONCLUSION

The Rio Salado Community College Adult Basic Education Program provided a statewide networking system for adult educators. There was participation from all counties demonstrating a willingness to share and exchange ideas. Participants were willing to share their techniques and expertise to benefit students statewide. Therefore, this project reaffirmed a desire for continued contact with other adult educators.

CREATING AN ABE NETWORK

ITEM 1 - Information for ABE Statewide Directory

ITEM 2 - ABE Networking Directory

ITEM 3 - ABE/GED Teaching Techniques/Curriculum Development

ITEM 4 - Teaching Techniques Survey

ITEM 5 - Networking Directory Evaluation

ITEM 6 - Teaching Techniques Survey Evaluation

Item 2 is not included.

27.D(1)/19(sj)

ITEM 1

ARIZONA DEPARTMENT OF EDUCATION - ADULT EDUCATION DIVISION
Section 310/Special Demonstration Project
Information for ABE Statewide Directory

As an educator, curiosity is a main staple of learning and teaching. How does another teacher use the materials? What methods have worked elsewhere? Who else likes the Grand Canyon?

As a part of a 310 special grant, Rio Salado Community College will produce a statewide directory of Adult Basic Education administrators and instructional staff to facilitate networking. Our unique and personalized project will require your prompt attention.

Name: _____ I teach ABE: part-time ___ full-time ___

Address: _____ _____ AZ _____
(Street) (City) (Zip Code)

Position Now Held:

Administrator ___ Instructor ___
Instructor Aide ___ Volunteer ___

Now Teaching:

ABE ___ CED ___
ESL ___ Citizenship ___

Education:

AA ___ Bachelor ___ Master ___ Doctorate ___
Grassroots ___ or Years of Education ___

Years of Experience:

1-5 ___ 6-10 ___ 11-15+ ___

Type of facility: Learning Center ___ Church ___ Elementary School ___ High School ___
Shopping Mall ___ Agency ___ Other _____

Which publisher best suits the needs of your students?

Cambridge ___ Contemporary ___ Longman ___ McGraw-Hill ___ Scott-Foresman ___
Regents ___ Steck-Vaughn ___ Other _____

What is/are your area(s) of expertise?

curriculum development ___ reading ___ designing own materials ___
fund raising ___ math ___ special project development ___
working with handicapped ___ computers ___ grant writing ___
other _____

EDUCATORS HAVE FUN, TOO!!!!! TRUST US!!!!!

My favorite color is: red ___ blue ___ yellow ___ green ___ brown ___ other _____

My birth month is: _____

My eyes are: blue ___ brown ___ hazel ___ black ___ green ___ bloodshot ___

Of the two, I like: Grand Canyon ___ Desert Sonoran Museum ___

Please return this sheet or a copy by NOVEMBER 9, 1984 to
Janet C. Cesin
Rio Salado Community College
135 N. 2nd Avenue
Phoenix, AZ 85003

Thank you.

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ABE/GED ABE/GED ABE/GED

NAME _____

ADDRESS _____

PHONE (OPTIONAL) _____

PROGRAM NAME _____

TEACHING TECHNIQUES/CURRICULUM DEVELOPMENT IDEAS:

1.

2.

Please mail by May 6, 1985 in the self-addressed stamped envelope. Thank you.

Janet C. Gesin, Associate Director
Adult Basic Education

TEACHING TECHNIQUES SURVEY
A Result of the
ABE NETWORKING DIRECTORY

A 310 Special Demonstration Project
Funded by the State Department of Education
Adult Education Division

Rio Salado Community College
Phoenix, Arizona
1984-1985

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INTRODUCTION

The Teaching Techniques Survey is a compilation of ideas and techniques returned by adult educators statewide. The Survey has been assembled according to separate sections: Math, Reading, Social Studies, Writing and Science, Specialized (study skills, how-to, curriculum development) and English as a Second Language. An editorial decision was made not to duplicate the handouts. We encourage you to use your Directory and contact the people who submitted techniques for copies of the handouts.

The Survey is stapled together so that the instructors can disassemble and duplicate for classroom usage, if desired.

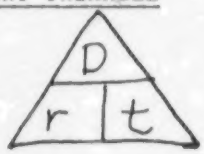
It has certainly been enjoyable meeting many of you at workshops throughout the state. It is hoped that you will continue the networking throughout the year. Our appreciation to all "pen pals" who contributed to the Teaching Techniques Survey. Thank you so much for participating.

TEACHING TECHNIQUES SURVEY

MATH

Jane Stodola
Pima County Adult Education - Pima County

DIRT TRIANGLE



Debbie Barnette learned this when she was young. It was a great help to her students when they tried solving distance problems. I thought it was "nifty," so am passing it on to you.

From the Dirt, you can recreate the formulas for distance.

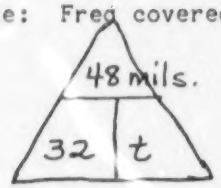
Notice: The "D" placed over the "r" and "t" in the triangle is like a fraction. It indicates division, the "r" and the "t" next to one another indicate multiplication.

$D = rt$

$r = \frac{D}{t}$

$t = \frac{D}{r}$

Example: Fred covered 48 miles while driving 32 mph. How long did it take him?



$t = \frac{48}{32} = 32\overline{)48.}$ 1.5 hrs.

32
160
160

(I'm trying to imagine how this triangle idea might work for other formulas... Any ideas for acronyms?)

David Avalos
Sierra Vista - Cochise County

I use audiovisual aids such as Algebra tapes or geometry tapes. These tapes are excellent self-tutors that explain the materials visually and auditorilly and at the learners pace. Ask the high school librarian for aids of this nature.

Heidi Fulcher
Adult Community Academy - Maricopa County

Divisibility Rules:

Present students with a timed pretest with 7 10-20 item subsections. In the first subsection, students circle the numbers evenly divisible by 2; in the second subsection, they cricle the numbers evenly divisible by 3; and so on. Then teach the divisibility rules. Finally, give a time posttest.

This lesson gives drill to students who are weak in multiplication facts. Advanced students use the information for reducing fractions.

2	numbers ending in 2, 4, 6, 8, and 0
3	sum of the digits is evenly divisible by 3
4	the number occupying the tens and ones place is evenly divisible by 4
5	numbers ending in 5 or 0
6	numbers evenly divisible by both 2 and 3
9	sum of the digits is evenly divisible by 9
10	numbers ending in 0

Ruthann Smith

Rio Salado Community College - Maricopa County

Teach graphing with things the students already know. Make pictographs with how many men and women are in a group. Make bar graphs using the number of children they have. Make line graphs with attendance. When the students already know the material to be graphed, they will understand the scheme of graphs quicker.

Joyce Winchel Namde
Pima County Adult Education - Pima County

An easy and fun way to remember the 9's multiplication is this:

1 X 9 = 09	0	9
2 X 9 = 18	¦	¦
3 X 9 = 27	¦	¦
4 X 9 = 36	¦	¦
5 X 9 = 45	¦	¦
6 X 9 = 54	¦	¦
7 X 9 = 63	¦	¦
8 X 9 = 72	¦	¦
9 X 9 = 81	¦	¦
10 X 9 = 90	9	0

1) The columns of numbers go in order from 9 to 0 or vice versa.

2) Also, if you add the 2 numbers in the answers they equal 9.

3) The 1st number in each answer is one less than the number by which you are multiplying the 9

Even students who know the multiplication tables enjoy seeing this trick.

Roberto Garcia
Rio Salado Community College - Maricopa County

Specific Objective:

To learn the names of decimals and whole numbers depending on their location from the decimal point.

Materials: Self-made Decimal Slide Rule

Draw and cut slide rule as pictured from tagboard.

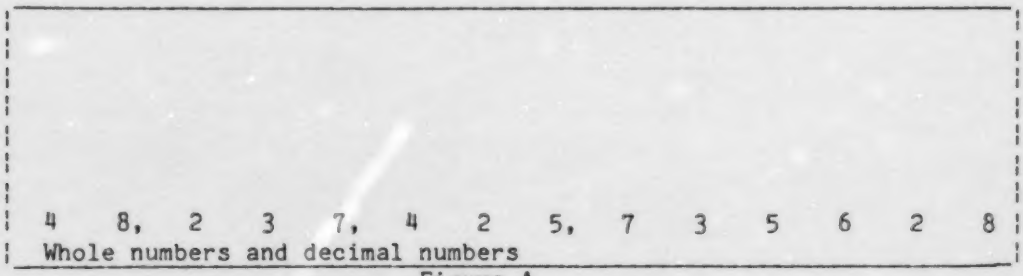


Figure A

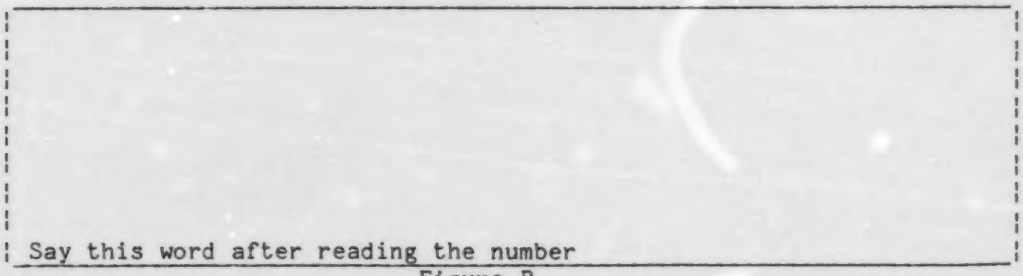


Figure B

For reading decimal numbers only, student reads the numbers to the right of the decimal point as if they were whole numbers and reads the word that appears on the diagonal window last. Student moves Figure B to the right according to the described decimal being studied.

If the desired number is both a whole number and a decimal number combined, student moves Figure B from left to right as when reading whole number and says the word and for the decimal point as printed on Figure A and proceeds reading the decimal number as previously described. Arrow on Figure B points to the top word that must be read at the end of a whole number of a decimal number.

Figure A can be a flat 4" by 6" card while Figure B can be an envelope cut open at both ends.

Jim Sprague
Rio Salado Community College - Maricopa County

I have found math to be the biggest fear of most of my students and fractions to be their biggest fear of math. So I "force" (I tell them it's mostly a matter of common sense) may students to know and understand the relationship between three types of fractions.

Money ($) is the obvious jumping-off point.

Common Fractions		Decimal Fractions		Percent Fractions	
($) 1/2	=	($).50 (half dollar	=	50%	(because "percent" means "out of a
($) 1/4	=	($).25 (quarter)	=	25%	Hundred" or "per Hundred" or
($) 1/10	=	($).10 (dime)	=	10%	Hundredths)
($) 1/20	=	($).05 (nickel)	=	5%	
($) 1/100	=	($).01 (penny, cent)	=	1%	

After they've used their common (money) sense to do these, then I explain the mathematical procedure.

Dave Roberts
Rio Salado Community Colllege - Maricopa County

I use sheets such as "wacky wordies" to teach "problem solving" concepts in math. Also several forms of "hidden pictures" to illustrate how answers can suddenly become clear.

I use many graphics from USA Today to teach graph and maps skills.

I have been pretty traditional.

Ellen Baumler
Pima County Adult Education - Pima County

Eastside Learning Center in Tucson uses a math vocabulary exercise to familiarize students with concepts he/she will probably encounter on the GED test. The lesson requires no real mathematical computation, so the lesson can be done in a classroom of mixed ABE/GED students. Please refer to the ABE Networking Directory to contact me for a copy.

Harold E. Herbert
Eastern Arizona College - Graham County

The most successful supplemental math program I have discovered to date are the sequential booklets published by MDI, Motivation Development, Inc. Their success in Mathematics sequence allows for individualized testing and placement within their program that goes from simple numeration through beginning algebra and geometry.

My booklets are very readable and progress at a very easy rate. My students progress at their own speed and have shown remarkable persistence and accomplishment.

Address: Motivation Development, Inc.
P.O. Box 427
Bishop, CA 93514

Don't Waste Your Time Category:

Even though I have used a good number of books published by Comtemporary Books, Inc., there is one that is not suited for developmental students. It is The Vocabulary Builder, by Judi Kesselman-Turkel and Franklynn Peterson. It is far too advanced for all of my developmental GED students.

Ken Tuies
Pima County Adult Education - Pima County

Use a spinner from 1-9. Two players each take turns spinning. If needle lands on 5 that player tries to answer as many multiplication cards of that number as possible. Keep score.

Spinner	5 x 1	5 x 2	5 x 3	Cards

Gladys Haywood
Glendale Adult Education Center - Maricopa County

Make cards with at least two methods of resolving the same math problem, and work with them one at a time.

Observe different charts from newspapers and magazines and discuss with the students.

TEACHING TECHNIQUES SURVEY

READING

Frederica Johnson
Pascua Yaqui Employment & Training
Pima County Adult Education - Pima County

Purpose:

Develop vocabulary and increase spelling ability

Materials:

Current newspaper articles

Target: GED Class

Prepare vocabulary and spelling words from current newspaper articles. A variety of articles are selected from the newspaper. This allows students to see how words can change their meaning depending on the subject.

The teacher scans the article first looking for words which may cause difficulty. These words are written on the board and discussed (the class participates). After the discussion students are asked to use the words in context.

The articles chosen are discussed and students are expected to write a short review of the article.

Since the class is composed of native Americans, a large portion of the articles chosen deal with issues that affect them.

The end of result of this is that students "see" how meaning can be derived from words read in context. Spelling ability improves because the word can be related to something a student is familiar with.

Target: ABE Class:

Since the majority of the ABE students are seeking work; the classified section of the newspaper is used. This section is used for spelling and vocabulary developemnt.

Students are allowed to pick which part of the classified section they would like to work with. This allows them to see that the words used to describe positions change according to the position being described. Words that are used to describe secretarial duties cannot be used to describe a tradesmen's position. Students also become familiar with the abbreviations and what they mean.

After choosing a position they would like to apply for they must write why they would be a good choice for that job.

Frederica Johnson
Pascua Yaqui Employment & Training
Pima County Adult Education - Pima County

Target Group: Beginning Readers

Materials: Crossword puzzles, daily newspaper

Strategies: LEA and Cloze

Crossword puzzles are used for developing meaning vocabulary. Students have the opportunity to expand their meaning vocabulary by discussing possible selections.

A modified Cloze activity is used to teach students consonants and vowels. Simple sentences are used so students can easily read them. Parts of words within a sentence are left uncompleted. Students must use their knowledge of phonics and comprehension in order to correctly finish the word.

For example:

1) Fish swim in the s _ _
   see sea for e

2) Bob's hat is r _ _
   ran run red for e

3) The dog is on the b _ d
   bad bid bed for e

George Mairs
Pima County Adult Education - Pima County

The El Pueblo Learning Center in Tucson uses an assessment tool for new GED enrollees that notes particular reading skill weaknesses. The Center uses McGraw Hill's Reading for Concepts series for remediation. After scores are received, a person not shown as being "tuned in" to reading is taken to the public library for a better understanding of books. Use the ABE Networking Directory to get more information about this tool.

TEACHING TECHNIQUES SURVEY

SOCIAL STUDIES

Joyce Winchel Namde
Pima County Adult Education - Pima County

SOCIAL STUDIES

Included is a 3-page summary of U.S. History that I condensed from several sources. Prior to handing out the summary, I give each student a timeline and ask them to place each event or era on the line with approximate dates. Then they read the summary and list the cause and effect for event/era. Then as a group we discuss the topics, make a time line and a fairly concise, graphic way to introduce students to some of the basics of U.S. History. This is especially useful for any foreign-born students or those who have had fewer than 6 years of formal schooling.

SUMMARY OF U.S. HISTORY

I. Discovery of America
   - A. Sailors tell of land west of the Atlantic (9th-12th C) - the Vikings
   - B. Vasco da Gama (Portugal)
   - C. Amerigo Vespucci (Italy) discovers America before Columbus
   - D. Columbus lands on San Salvador in the Bahamas (1492)

II. Colonization
   - A. Early Setttlements
     1. First European settlement by the Spanish in Florida
     2. 1620 - Mayflower lands at Plymouth, MA
   - B. Who came to America and why
     1. Those who wanted religious freedom
     2. Those who wanted to escape the law
     3. Those who became indentured servants

III. Revolutionary War
   - A. Why the colonists rebelled
     1. Taxation without representation
     2. Westward expansion limited by the English to Allegheny Mountains
   - B. War is declared
     1. 1775 - fighting begins at Concord, MA
     2. July 4, 1776 - Declaration of Independence signed by Second Continental Congress
   - C. Americans defeat British
     1. Final Treaty signed in 1781 - Treaty of Paris
     2. Constitution and Bill of Rights drafted by Constitutional Convention of 1787

IV. Westward Expansion
   - A. October 21, 1803 - U.S. completes Louisiana Purchase from France for $15 million (land between Mississippi River and Rocky Mountains)
   - B. 1819 - purchase of Florida from Spain
   - C. 1845 - the term "Manifest Destiny" adopted for U.S. expansion fever

D. Mexican - American War (1846-1848)
U.S. annexes California, Arizona, New Mexico, Texas, Utah, Nevada and Colorado
E. 1848 - Gold is discovered at Sutter's Mill in northern California
F. Homestead Act of 1862 - First of several laws giving settlers free or inexpensive land out West
G. 1869 - First Transcontinental Railroad completed

V. Civil War 1861-1865
A. Causes for the war between the Union (North) and the South (Confederacy)
1. Slavery
2. Industrial vs. Agricultural economies
B. 1863 - Lincoln issued Emancipation Proclamation - freed all slaves in the South
C. 1865 - Wars Ends. Lee surrenders to Grant at Appomattox
D. Reconstruction Era begins

VI. Industrial Revolution
A. Began in 1820's in textile factories in New England
B. Civil War pushed development of heavy industry such as steel production
C. Reconstruction Era further boosts industrial development, especially North

VII. World War I (1914-1918)
A. Some causes
1. In Europe - the assassination of Archduke Francis Ferdinand of Austria in Yugoslavia
2. USS Lusitania and other U.S. ships sunk by Germany
B. War in Europe - 1914-1918
C. U.S. joins war against Germany in 1917, ending period of neutrality
D. 1918 - Treaty of Versailles ends WWI
1. Germany forced to pay heavy damages
2. League of Nations established but U.S. refuses to join

VIII. World War II (1941-1945)
A. Major causes
1. Worldwide Depression starting in 1929, with accompanying unemployment and inflation
2. German resentment of WWI damage settlement
3. German and Italian expansion in Europe - invasion of Poland in 1939
4. Japanese expansion in Manchuria and the Pacific - Bombing of Pearl Harbor on December 7, 1941
B. U.S. declares war on Japan within 24 hours of Pearl Harbor attack
C. U.S. declares war on Germany and Italy on December 11, 1941

Joyce Winchel Namde
Pima County Adult Education - Pima County

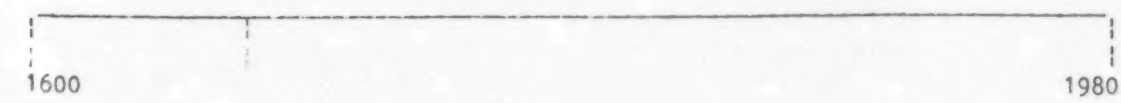
D. Allies (France, Britian, U.W., Russia) join forces to defeat the Axis (Germany, Italy and Japan)
   1. Germany and Italy invaded and defeated - 1945
   2. Japan surrenders after 1st atomic bombs dropped there - 1945

E. Final outcome
   1. Germany divided into two countries at Potsdam Conference
   2. Both Japan and Germany occupied by the allies and reconstructed (the Marshall Plan)
   3. U.S. emerges as world super power in opposition to Russia

IX. Cold War Era - the 1950's and 1960's
   A. Era of threatened nuclear war (Cuban Missile Crisis) and few economic and cultural ties between U.S., Russia and China
   B. Korean War - 1950-1953
   C. 1970 - detente starts the thaw of the Cold War
   D. 1979 - U.S. relations with China restored; end of the Cold War

X. Vietnam War
   A. Presidents Eisenhower and Kennedy send advisors to South Vietnam
   B. 1964 - President Johnson sends first U.S. troops to fight in Vietnam
   C. April 30, 1975 - fall of Saigon to North Vietnamese troops; last U.S. troops withdraw

TIME LINE



Cause and Effect:

Colonization of United States

Revolutionary War

Civil War

Westward Expansion

Industrial Revolution

World War I

World War II

Cold War Era

Vietnam War

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Michael McCarthy
Rio Salado Community College - Maricopa County

Graph the class attendence every day on the board. This helps the students lose their fear of graphs.

Peggy L. Erhardt
Pima County Adult Education - Pima County

Pima County Adult Education Centers use an extensive survey put together by newspaper editors in the mid-70's, to discover student awareness about government, geography and the political process.

The information is used as a guide for lessons and readings. The lesson can be done as a group activity. Most students can answer 65-75 percent of the answers. The answers can be different, depending on your location.

For example, reward a question:

> Assuming Columbus discovered America in what year would he have done it?

Please contact me through the information in the ABE Networking Directory for a copy of the survey.

TEACHING TECHNIQUES SURVEY

WRITING/SCIENCE

Cynthia Maxson
Rio Salado Community College - Maricopa County

Since writing skills will be more prevalent on the GED test in the future, and since many of our students are in desperate need of perfecting their own writing skills, it seems necessary for ABE/GED instructors to shift gears. Why not start incorporating more writing skill exercises in our classroom experiences now so we will be ready when the challenge hits us?

The first thing is to simply start having the students write -- a scary thing for many of our ABE/GED students. One idea is to have the students start by writing about themselves. In this way, they will know the subject, and ideas will flow more readily. (A daily journal would be ideal.) They need not be concerned with spelling, grammar, or sentence structure at this point -- which will be a relief for many! When the students have something written down, have them check it over, put ideas into complete sentences, and check for punctuation and spelling errors. When they are ready, they can share it with you -- the instructor.

After pointing out the positive in the written assignment, you can then branch off into appropriate writing lessons concerning problem areas. In this way, writing doesn't become a threat. It is fun, personal, and practical. After a while, students will not be as intimidated by writing, and will be able to move into more formalized writing and essay assignments.

Ellen Baumler
Pima County Adult Education - Pima County

Eastside Learning Center in Tucson has an exercise for students in science terms and concepts. This can be used following a discussion of the vocabulary or the teacher may wish to provide dictionaries to students working independently. Please contact me for a copy of this exercise.

Charlotte Simonson
Rio Salado Community College - Maricopa County

In the class at Westridge Mall Center, I have assembled two (2) detailed science handouts on Blood & Blood Grouping and the Solar System. The handouts can be used with lectures, homework or as a group activity. There is a complete study guide with the handouts to be used as a quick reference for students or as a checklist by the instructor. Please contact me for the handouts by using the ABE Networking Directory.

Jacquelyn McCarthy Tapia
Rio Salado Community College - Maricopa County

Prepare 5 X 8 cards with simple science experiments that would introduce the student ot the vocabulary and the scientific process. The experiment could be designed for them to do at home and allow them to observe and record information. The concept or law that the experiment was based on, would also be included on the back of the card.

Map making. Have the students prepare a neighborhood map. The map would include a key and symbols that they designed. Other types of maps could be suggested in the folder.

TEACHING TECHNIQUES SURVEY

SPECIALIZED

Heidi Fulcher
Adult Community Academy - Maricopa County

All ABE/GED students need to consider goal setting and evaluating periodically; most programs determine student goals when students register. Students seem to enjoy a group lesson on goal setting and planning. The format I have used goes something like this:

I. Immediate Goal: usually the GED, usually a common goal of all class members.

II. Long-Range Goal: improve employment, get job, enter skill training, please a friend or relative.

III. How Can I Reach My Goal: develop study habits, know my learning style, allocate responsibility, time management.

PROCEDURE:

Have a group discussion following the outline. Goal #1 unites the class; #2 helps them find others with similar goals, #3 makes the goal less overwhelming, and #4 gives them specific strategies to apply.

FOLLOW UP:

In the following weeks, question students individually as to which strategies they have applied ("Have You Found a Place to Study?", "Have You found Someone To Watch The Kids For You?") and which subgoals they have attained. Share their progress with the class or other individuals.

Leslie Kahn, Maria Loustaunau
Pima County Adult Education - Pima County

1. Teach one subject with study hall before class.

2. Give homework, pass back with grade.

3. Push people to take the exams, minimize their fears -- talk about it.

4. Help set realistic goals. Be honest in your assessment of their skills.

5. I use a lot of different sources to review skills in Math (GED Math Made Easy as One, Two, Three, by Debbie A. Weissenbert. Published by Adult Education, Pima County) this has a lot of practice sheets.

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Cinde Schuttner
Sierra Vista Adult Education - Cochise County

When new students enroll, after a brief discussion of their needs, goals, hopes, they usually take predicator tests from a GED study manual. After scoring each area, we look for the missing or faulty skills and choose supplementary workbooks that deal with those skills. Some of the books are at elementary levels and build, while others are good high school level ones that are more in-depth.

One of the greatest "encouragers" for the GED folks was when one of my students, after having passed the actual GED, came back to class and talked with individuals about the test gave helpful hints on taking it, and told how well all of them would (could) do if they studied and completed the study manual. She truly motivated some to stick to it.

James Ozmun
Project Raise - Pima County

Job application form: Ask a student to fill out a job application form (pre-test instrument) and to leave out anything he/she is unable to complete. Next, ask the student to read the form from the beginning along with the filled blanks. Praise the student for any correct responses. Where there is a blank or incorrect answer, point out key words in the instructions and demonstrate how the information may be obtained. For example, if the instructions ask for height, pronounce the word while measuring the student's height. (Student may measure teacher's height and his/her own as well). Have the student repeat the word height often. "I am measuring your (my) height." Next ask the student to print the key word height and then find it again on the form. Follow the procedure for every incorrect or unfilled blank. The form should be kept for future reference.

Claire J. Tarte
Phoenix Union Adult Education - Maricopa County

Teaching tools that are both instructional and recreational are important to learning. Most adults love to play cards. GRAB is a card game to teach basic sight vocabulary. They have a card game for each level of grade proficiency.

It is a known fact that one learns best when one can teach a skill they have learned. Peer tutoring is productive in many aspects. It gives one on one contact, develops self-worth, peer acceptance, and a learning strategy.

Philip D. Mulvey
Phoenix Union Adult Education - Maricopa County

BACKGROUND

During the Fiscal Year 1983, the Phoenix Union High School District Adult Basic Education Project conducted a pilot Instrumental Enrichment Class and GED test preparation. This program was operated with grant monies provided by Section 310 of the Arizona Adult Education Act. These funds were awarded to Phoenix Union High School District-Adult Education Basic Education (PUHSD-ABE) for a proposal which offered two different, yet compatable, approaches to learning: The pilot Instrumental Enrichment Class was conducted, and a 20-hour seminar on Language Learning, demonstrating The Silent Way, was given by its language learning; was pertinent to all adult education teachers and administrators because it dealt with the success and accelerated subordination of teaching to learning.

Although each program approached the situation in a different way, both had the common goal of developing more independent ABE learners with more confidence in their own ability in problem solving. Inherent in both approaches is regardless of their present limitations.

THE NEED

If ABE students are to find life rich and rewarding in the emerging technological world, they will need to be able to undertake new ventures, play new social roles, work in new kinds of jobs, and operate within new organizational frameworks. The mission of ABE should be to create an educational framework within which people are able to function under minimal supervision, and which fosters in students the willingness and ability to adapt and modify to a world of rapid and constant change. Failure to develop such frameworks will further entrench the characteristic passivity and alienation of the various segments of the adult population collecively referred to as the culturally deprived by Dr. Reuven Feuerstein, developer of Instrumental Enrichment.

GOALS

The pilot program sought to demonstrate a method to accomplish two goals stated in the guidelines for Arizona Adult Education by implementing and developing an Instrumental Enrichment-ABE program; and to develop this comprehensive program along formative guidelines which include objectives of meeting the special needs of adults least educated (Level I ABE - Grades 0-4), accelerating the learning process, and exploring the changing roles of Adult Basic Educators.

- To enable students, thorugh the development of critical thinking to utilize new learning experience in recognizing, evaluating, and solving the problems of daily life.

Philip D. Mulvey
Phoenix Union Adult Education - Maricopa County

- To create within adults a desire to continue their education through more advanced study and by becoming more proficient in observing and adjusting new skills in our changing society.

STRATEGY

Instrumental Enrichment (IE) is a cognitive approach to education with the specific goals of enabling students to learn more efficiently and effectively, and to enable them to put what they already know to productive use. IE consists of nine "instruments"; so called, because the sequence of paper and pencil exercises in each is said to be instrumental in overcoming one or more cognitive deficiencies. The materials comprise 500 pages of exercises that teachers administer individually to group. The goal of the IE exercises is not to arrive at solutions but to understand how solutions are arrived at: not to acquire facts, but to learn how facts are acquired. The paper and pencil exercises are methodically used in a teach-try apply format. The teacher instructs, validates new experience, and elicits from the students applications to everyday life, educational basic skill and content areas, vocational areas, interpersonal relationships, and to the scheme of the other instruments.

THE PROGRAM

All conditions were the same as regular ABE classes--meeting two nights a week for a total of five hours of instruction weekly. The program operated for a total of 125 hours spread over a seven month period. An experienced IE/Adult Basic Education instructor headed a team of two teachers and occasional volunteers. This team operated two separate classes. Incoming students were tested and evaluated using regular Phoenix Union High School District program procedures. During registration the ABE teacher cooperatively and individually negotiated a target GED completion date with most students. It is important to note that this negotiated date functioned as a target not termination date. This date was fixed within time guidelines located on a basic skill curriculum flow chart, and was recorded on a time-framed individual ized assignment, progress. and monitoring sheet (see enclosure). Depending on the assessed needs of the student, s/he was assigned to work in either one or both of the classes for specific lengths of time.

For example:

Section A (I.E.)		Section B (ABE/GED)
Student 1	40 Minutes	Balance of Time
Student 2	1 1/2 Hours	
Student 3		

Teachers updated and latered programs as they worked with students. Thus, if Student 3 developed problems in certain areas, he was referred to Section A for special help. Student 2 may subsequently have spent time in Section B.

Philip D. Mulvey
Phoenix Union Adult Education - Maricopa County

The Instrumental Enrichment class seemed to enliven the program, staff, and students. The pilot program devloped an interfacing structure as a means of enhancing the impact of IE instruction on the basic skill curriculum and the world of the culturally deprived adult. For many students, the IE program seems to have either paved the way, facilitated, or accelerated their educational achievement without diverting the program from its most important objective--GED test preparation.

A revised progrm plan (see accompanying chart) clearly defines staff responsibility; moves staff not students between classrooms, specifies implementation of levels one and two of the IE program, and specifies an interfacing process oriented basic skill curriculum. The Level I ABE class emphasizes instruction in oral communication and reading; the Level II ABE/GED class emphasizes instruction in oral communication, math, and writing skills.

The program's staff worked carefully and self-critically to develop a cost-effective implementation and application of the IE program to the specific needs of ABE programs and students. Four important areas of application, or bridges, have emerged through classroom experimentation and interest evaluation.

1. The GED as a prototypical problem-solving experience.

2. The cognitive substructure of educational basic skills and content areas.

3. Elicited potential applications from the student which reflect his/her vocational needs.

4. The development of a positive outlook on the future and a positive attitiude towards change.

The IE instructor provides the opportunity and framework for students to transform, reorder, organize, and frame their experience in the direction of specifically intended goals and purposes for an individualized cognitive intervention and collective mediation of the necessary skills for successful living in enhance achievement levels and to enrich the motivation to learn. This approach seems especially appropriate for the development of a model program because it is designed to attack the root of poor educational achievement--deficient cognitive function.

A basic skill curriculum was developed which emphasizes logical step by step instruction in the key concepts and processes involving academic comprehen-

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sion. This curriculum, which manages the student by objective not method, is delineated in a flow chart of available commercial ABE materials (see accompanying flow chart).

The ABE teacher plans, alters, and updates the student's individual Basic Skill\ABE/GED program according to the flow chart guidelines as necessary. Cooperatively, the IE/ABE teacher and ABE teacher perform different but mutually dependent functions whose intended outcome is to move students through a coherent, comprehensive, and most importantly human ABE/GED program. It is our hope that within such a model, adults may learn, perhaps for the first time, how to identify and solve their own problems at school, home, and on the job; and to learn how to plan for their futures. Within this context, the GED certificate becomes living proof that goals and planning do pay off.

Within this educational framework the teachers guide and coordinate learning, rather than begin "a purveyor of facts." The teachers do not simply impart knowledge in pre-digested packages that have been selected because they contain precisely what all students need. They help individual students to diagnose their own learning needs, to judge the adequacy of their resources and of the solutions they propose, and to learn in their own way.

OUTCOMES

Official records show a strong holding power and the consistent attendance of the enrollees. Forty students were to be enrolled, ninty-six were enrolled in ABE only. Twenty-six students successfully completed the GED test battery and another sixteen were in the process of taking the test when the program closed in May. This data seems to indicate that when the relationship between the IE exercises and the educational, vocational, and personal problems facing ABE students is clearly established there is a substantial increase in class size, holding power, and achievement.

CONCLUSION AND RECOMMENDATION

The productivity, as well as the enthusiastic response of students, staff, and interested educators are the compelling factors. Phoenix Union High School District ABE plans to continue and expand this demonstration of the demanding and supportive Instrumental Enrichment program to the full extent allowed by the trained personnel available in fiscal year 1984, and recommends that research be conducted to test and document the validity of the relationship between IE and the outcomes of the pilot program in fiscal year 1983. Although no research has been conducted to date with ABE populations, a causual relationship would be similar to research findings conducted locally and nationally with adolescent Special Education populations.

*Due to length of article, handout was not included.

Marjorie G. Swanzy
Kingman Adult Education - Mohave County

Students papers are kept in folders. Notes of congratulation on accomplishments (that is for instance a GED test taken) are put into the folders each class session with suggestions for work for that night. This provides a continuity in case a student has an absence. Our students seem to like this supportive technique, and are very responsive.

We establish a profile with scores on the pre-tests, then help the student line up a course to press for completion of the GED test in for completion of the GED test in his strongest subject first. The weakest subject is programmed to parallel all of the others in a continuing effort. This is very effective when a student feel s overwhelmed by a subject's difficulty.

Mary Martin
Rio Salado Community College - Handicapped - Maricopa County

Money Identification and Use:
Use pictures with prices on them. Have student "buy" each item using the correct change. (I always used real money!) Also, I would request a total sum, and each student would count out the correct amount. Once a week we would review coins (identify them, identify monetary value, count by 5's and 10's to 100).

Sightword - reading - developing a usable, functional vocabulary. The class used menus from Denny's to practice their reading and math skills. For those that couldn't read, being able to find and identify a particular word (from the board) really helped. We also used them for money -- "how much is _____?", etc.... I also started using these for examples as to how to figure change. To reinforce these ideas, the class ate dinner at Denny's, ordering for themselves and paying for themselves.

Sue Dykstra
Rio Salado Community College - Maricopa County

I like to work with general vocabulary development. My Freshman English text has an excellent glossary which I ran off as copies for each ABE/GED student. Each week, I selected 10 various terms to be studied and quizzed over. After each quiz (matching terms to definitions), I would ask questions to determine if the students truly understood the words, meanings.

Example: term - candid;
question - "In what type of situation would it be desirable to be candid?"

Writing assignments could be developed from the above activity. Students could think up their own questions to be answered by the other students. Students could write a paragraph incorporating all 10 terms. A continuous story could be assigned where one student writes a sentence using one term, passes the paper to the next student, who chooses another term to incorporate into the second sentence and so forth. Manupulating parts of speech is also valuable: i.e., write sentences using the noun, verb, adjective and adverb form of the word.

Example:	Satire	N
	Satirize	V
	Satiric	Adj
	Satirically	Adv

Virgil Diaz
Alhambra High School - Maricopa County

Prepare a chart consisting of the most often used fractions and their decimal equivalents. This information is very helpful when students attempt math problem-solving.

Prepare note cards with vocabulary words that students are likely to encounter when testing. Students are to create sentences using five vocabulary words per session.

Harold Allen
Tempe High School Adult Education - Maricopa County

*First and Second Class Meeting:

Official GED Practice Test Book:

- Review Test Areas
- Test From Two or More Areas of GED
- Correct Test With Student
- Review & Explain in Detail Missed Questions, Stress Strong Points of Student Talent

Curriculum:

- Multi-level workbooks in EACH of the five test areas
- Math Skills (Stress Basic Math)
- Be knowledgable on 1) local job taining programs and 2) school funding grants
- Know counseling and social services available

Instruction:

- Review, Review, Review, basic skills
- Complete job application forms and resumè
- Read local papers & national news magazines
- Write letters (of application, legislatures, friend, etc)
- Math for everyday living

*GED only tells students test results once they have taken all tests. Would be better to grade for immediate feedback or retest.

Carol Knollmiller and Emma Jackson
Rio Salado Community College - Maricopa County

Since it is not uncommon to have from 15 to 25 new students of varying abilities, educational levels, and native tongues enroll in the Maricopa Skill Center Learning Center in a given week and because several other students are coming and going from other areas of the Skill Center throughout the day, our instruction must be highly individualized. Because of these large numbers, the instructors must be moving continually from table to table to assign tasks, answer questions, grade pretests, etc. Where possible we are able to group a few individuals in a mini-class and present a concept, but usually the group lesson can last no longer than 20 minutes because we cannot take an instructor "out of circulation" for a longer period of time. As a result of our particular needs at the Learning Center, we have determined that the following teaching techniques are most effective:

Learning Packets -- We have prepared over 50 packets covering the five different areas of focus on the GED exam for students to take home to study. Examples are "How a Bill Becomes a Law," "Steps in Solving Word Problems," "The Eight Parts of Speech," "Scientific Terms," etc.

Math Inventories -- Testing is an excellent learning method. We have devised skill inventories for addition, subtraction, multiplication, division, fractions, percentages, decimals, and measurements. Not only do these inventories allow the students to practice their skills, but they also inform the instructors of the needs of each student in the individual areas.

Students Teach Each Other -- Often a student can reinforce his own learning by teaching a fellow student a concept. We also encourage students quizzing one another with math and science flashcards.

Andy Woods
Pinal County Adult Education - Pinal County

I treat each student as if he/she is my only one. My phone is always open anytime of the day. If they can't come to class, I go to them. I promise them the first day that if they stick with me, they'll pass. It works! The student needs to know he/she can succeed and even if he/she doesn't know what 2 and 2 equals, there is hope, and at least 1 person (the teacher) does want to help!

Karen Woodliff
Rio Salado Community College - Maricopa County

Keeping a Personal Development file folder.

The student selects a job area he/she is interested in. They investigate that job; what is needed in skills and experience, and what the job consists of. They look up a want ad in the paper that fits that particular job area and write a resume and learn how to fill out an application. Then the student learns how to go on an interview. The student learns about appearance, how to talk in an interview and how to ask questions. This hopefully gives them an overview about how they feel about themselves and if they are qualified for the job. What I mean about qualified is, are they willing to train and develop the skills needed and will the job fit their personality and needs.

This purpose serves, Reading, Writing and Economics. "Economics" in terms they will realize if the job they are looking into is a demanding field.

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Nikki Nylander
Project Raise (Rehabilitative Adult
Independent Skills Education) - Pima County

Job Hunt

A role playing activity which allows students to practice job searching procedures. The Kit contains: A current want-ad section from the newspaper, a list of abbreviations of want-ad terminology and their meanings, a list of local job agencies with a brief account of how they are used and a list of jobs available, (there is a charge for private agencies while state agencies are free of charge), and blank paper for writing pertinent information which may be asked on job application forms such as social security number, previous job, etc. Students take turns selecting jobs in the method desired and with the direction of the teacher proceed through the process while the rest of the group observes. After the application is completed, the teacher conducts a job interview with the student. Time is then allotted for discussion.

Personal I.D. Games

Contains a set of 5" X 8" cards, each with a question regarding personal I.D.

Example. "What is your address?" "What color are your eyes?" "How many siblings in your family?", etc.

Relevant questions may be added as necessary. Cards are placed face down on a table in the center of a group and are drawn one at a time in rotation. Cards must be answered in turn but may be read either by the teacher or another student if necessary.

Linda Helman
Pima County Adult Education - Pima County

Tic-Tac-Toe

Divide class into two teams. Each student gets a turn. The first team to make a straight line wins. I've used this with questions, regular verbs in the past, etc.

Who	Which	What
Where	When	Whose
Why	How	How much

What Do You Say

Pass out cards with different situations on each one. Have students come up with the appropriate response for his/her card.

Example:
1) You've been to a nice party and you're leaving
2) Sombody thanks you for helping him
3) You need a ride home
4) Somebody is smoking and the smoke is making you sick

Joyce Larsen
Gila Literary Program, Inc. - Gila County

Idioms

Take newspaper, circle all "idioms," slang, play on words, discuss teach. Headlines in particular use idioms/slang/keep notebook.

Student may enjoy keeping a notebook and including words he finds but does not understand.

Nancy O'Bryan
Phoenix Union Adult Education - Maricopa County

Individualized Instruction

Books:

Cambridge

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Thomas J. Ralls
Nogales Adult Education - Santa Cruz County

One of the most successful events we have is our end of the year graduation of students who complete their GED course work and Adult Basic Education coursework with a good attendance and progress shown.

Students feel very proud of their accomplishments and look forward to this event. This has a great holding power for students, and many students who might not stay in school for the last few months have something to look forward to.

This is a very formal affair and several hundred people are in attendance. Parties are held after graduation. Many students use their diplomas to show their employers that they are working on task to make them more valuable employees.

Students are appropriately dressed for the occasion. The social aspects of a program can have a very strong impact.

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TEACHING TECHNIQUES SURVEY

ENGLISH AS A SECOND LANGUAGE

Roberto Garcia
Rio Salado Community College - Maricopa County

Specific Objective: to ask and respond about professions.

Activity: To play game What Do I Do?

Cut pictures of different people depicting as many professions as possible. Write names of professions on the back. Put pictures in an envelope.

Divide class into two groups. Let a representative from each group take one of the pieces from the envelope. Members must then guess what this person does by asking where he or she works.

Example:	Do you work in a hotel?	No, I don't.
	Do you work in a theater?	Yes, I do.
	Are you an actress?	Yes, I am.

The team that guesses with fewer number of questions and with the most identified professions wins.

Objectives:

To find out the occupation of each class member. Give the English equivelent of their occupation if not among those questions.

Example:	What do you do?	I'm a porter.
	Where do you work?	I work in a hotel.

Let students use the conversation to ask and answer each other using proper personal occupations. Put in an envelope as in Activity Number 1 and have students guess each other's profession asking a maximum of five questions each. (Have students choose their own profession on a small piece of paper).

Selma Payne
Glendale Adult Education Center - Maricopa County

In teaching English as a second language, I use the following exercise to raise consciousness of the vowel sounds and the reinforce the teaching of consonant sounds. I write the first word "bat" and the students write the rest:

a = apple	e = egg	i = ig	o = olive	u = up
bat	bet	bit	bot	but
cat	get	fit	cot	cut
fat	jet	hit	dot	hut
hat	let	kit	got	jut
mat	met	lit	jot	mut
pat	net	mit	lot	nut
rat	pet	nit	mot	rut
sat	set	pit	not	tut
vat	wet	sit	pot	
		wit	rot	
			sot	
			tot	

In working with small groups to teach simple questions and answers, I, the leader say to the students next to me, "My name is Selma. What is your name?" He answers and in turn asks the same question of the student next to him and gets the correct answer. And so it goes around the circle.

"I live in Phoenix. Where do you live?"

"My shoes are black. What color are your shoes?"

David Avalos
Sierra Vista - Cochise County

ESL/ABE - Students are asked to bring photographs of their family, friends and native country. This generates opportunity for students to speak about his/her picture. Valuable language experience that allows students to bring forth background information and to translate it into English.

"A picture is worth more than a thousand words."

ESL/ABE - Students have potluck dinner. A recipe is either dictated to the teacher or written by the student. The recipes are then typed up then handed back to all the students in pamphlet form. This technique allows all students to show off their culture, appreciate other cultures. Hopefully this would also make them feel good. After all everyone likes to be praised for doing something well and also seeing their name published.

Juanita McGaugh
Flagstaff Community Schools - Coconino County

Skits

Working in groups, the students create skits. Groups are selected carefully, with basic English speakers grouped with the more advanced students. Students are asked to contribute ideas for a skit. After an idea or a situation has been selected, a conversation is then developed from that situation. Each student writes the dialogue, his lines and those of the other speakers. They then learn their lines and present the skit to the class.

I find this a valuable learning experience as it aids in the development and practice of oral and written language.

Comparisons

I am including handouts with this activity. Students study the chart on the first page. Comparative and superlative degrees of comparison are discussed at this time. The second page focuses on the comparative with information, height, weight and age of three men. On the third page, in a lighthearted look at animals, the superlative is studied.

This activity also introduces new vocabulary. The chart can be utilized as a model for charts of comparison developed by the students comparisons related to their own experience.

Donna Schreur
Eastern Arizona College - Graham County

Because the EAC ESL program is quite small and sporadic in enrollment, we have decided to order a variety of Tofel teaching aids and to investigate the possibility of utilizing a computer assisted instruction format for ESL.

We offer most of our ESL classes to Mexican-American students. However, because we are heavily involved in a program with Pacific Island students who are specifically interested in raising their Tofel scores for university entrance, we are hopeful these approaches may be helpful. We would appreciate additional information from participants in the special demonstration project.

Sister Patricia Smith
Phoenix Adult Learning Center
Glendale Community College, LINK - Maricopa County
Glendale Adult Education

For Advanced Beginners

Collect from daily newspaper or magazines human interest stories with dramatic pictures. (e.g. the Navaho woman who was awarded the medal of honor by President Reagan). Use the stories and pictures (synopsized into simple English) for listening and retelling experiences.

According to the availability of hardware, use filmstrips of classic stories and video tapes of short films without the sound. For listening experience provide your own simple narration adapted to the needs of the students.

Miriam A. Kroeger
Rio Salado Community College - Maricopa County

Cut out fairly short but interesting articles from the newspaper including accompanying headline. Paste article on one sheet of paper, headline on a separate sheet. Pass out articles to students, have them read them, ask any vocabulary questions or comprehension questions. Then ask students to summarize their articles and write their own headlines. Finally, have them choose the printed headline which they think goes with their article. They can also state which headline is better and why.

Another idea - if you have access to a video recorder/player, tape a national newsprogram. Have students listen & watch more than once then choose one story and listen intently. Have them write as much of it as possible. Then have the students find the same story in the local newspaper and in a national news magazine. Have them compare the way the same subject is treated. They will be reading, writing, listening and speaking.

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Cinde Schuttner
Sierra Vista Adult Education - Cochise County

Since the students come from various countries: Mexico, Thailand, Korea, Vietnam and U.S. Island, St. Thomas. I do not do any language comparision. We go through elementary (English) level grammar worksheets and use their examples to build unique, unplanned lessons each week. We also use a workbook designed for speakers of other languages which elicits sentences, paragraphs, conversations from pictures, questions and partial sentences.

During the week between sessions, while working on their own, the students keep track of questions, problems or patterns they notice. We discuss or explain them and I often find other skills to point out and teach, as they sometimes point out more!

In my regular elementary classroom, I teach the meanings of common idioms, so I used the lessons with the adults for several fun evenings.

Ken Tuies
Pima County Adult Education - Pima County

ESL "Writing a Poem"

Make a list of nouns, adjectives, and verbs

a) State a subject in 1 word (usually a noun)
b) Describe the subject in 2 words (noun & adjective or 2 adjectives)
c) Describe an action about the subject (3 verbs)
d) Express an emotion about the subject in 4 words
e) Restate the subject in another single work, reflecting what you have already said (usually a noun)

Example: Indians
angry, religious, kind
praying, lining, working
they want only peace
Warriors

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Mrs. Betty Jackson
Gila County Adult Education - Gila County

Game

1. Teach question and answer patterns. "Is it ____?", "Yes, it is." and "No, it isn't."

2. Use an object with table, chairs, walls, etc. (or picture on paper or balckboard) to demonstrate words at, on, in, under, beside, behind, in front of, against, above.

3. Teacher starts game by going out of room while students decide on object visible in room. The teacher asks questions and requires students to answer correctly.

   Example: "Is it under the table? Is it on the chair? Is it against the wall?" (Teacher uses more guesses than necessary to familiarize pupils with these words.)

4. Students then take turns at guessing, using correct "Is it? form. (My students were so engrossed in guessing that they forgot self-consciousness at being corrected when they used "It is? as a question.)

5. When all students understand, let students take turns at correcting the questioner. Teacher only signals that there has been a mistake. Student must find it.

6. As pupils advance, add other questions.

   Example: "Am I near it? Are there two in the room? Is it on this side of the room? Is it in that half of the room? Can I use it? Is it big? Can I buy one for $5.00? Do I have one at home?"

7. With my most advanced student, I vary this to use the game "20 Questions. We usually start with "Is it in the animal kingdom? Vegetable kingdom? Mineral kingdom," etc. and do not limit objects to be guessed to only those things in the room.

Gladys Haywood
Glendale Adult Education Center - Maricopa County

Culture comments are very helpful to ESL students. Have a set of cards with events such as: a party, visiting a friend, Thanksgiving Day and other holidays.

Forming small groups of students interested in different types of oral exercises. Find examples of the selected type of oral exercise in textbooks, workbooks, or laboratory manuals and have discussions about them.

Maria Luz Navarrete
Adult Community Education - Maricopa County

The 4 Food Groups

A. Display Cards:
   1) teacher pronounces orally (showing to class)
   2) teacher writes on board (students write down words)
B. Worksheets:
   1. for homework, as a reinforcer (option: write sentences for some/all words)
C. Follow-up
   1. Have students make up a menu/receipe using the food vocabulary studied

Transportation Vehicles:

A. Display cards: (same as #1 above)
B. Worksheets: (same as #2 above)
C. Follow-up:
   1) have students discuss where vehicles travel (air-land-water)
   2) assign students to go where vehicles is stationed/repaired
   3) have students report back to class-discuss findings

Grace Blossom
Rio Salado Community College - Maricopa County

Class Schedule

I have found listing the lesson plan for that class period on the board a very useful technique in both beginning an advanced ESL classes. (See below for an example). It is a means of teaching "on the site" English as well as enabling students to fill out their schedule folders at the beginning of the class rather than doing it in the last few minutes. It gives them advance notice of the day's lesson and a sense of accomplishments as the lesson proceeds. This information can be listed on one side of the chalkboard -- out of the way of the lesson itself. (Incidentally, it keeps the teacher moving systematically ahead). A day's lesson for one of my classes might look like this.

3/12/85

Song
Sentence building from song
Write dialogues
Say dialogues
Break
Verb #40 (from the textbook)
Dictation
Picture Dictionary Page 10
Song or talk
English

Writing Dialogues

An excellent technique for developing fluency in speaking English is the writing of dialogues. This can be used at all levels, even beginners, since in a class of beginners there are almost always students who can help those with less knowledge of the language. Pair off the students, a more fluent with a less fluent -- demonstrate initially by having a short dialogue with a more fluent student, then ask the class to write dialogues about a subject of their choice.

At first, you will be lucky to get four lines, but within a week (with praise) students will be writing up to eight or ten lines. Give help when asked.

Now ask students to say their dialogues. Encourage them not to read them, but allow it if necessary. Praise when they say it without "peeking." If you schedule this exercise just before the break, it will allow those who want more time to use some of the breaktime. You will find that it is much easier for your students to memorize and repeat the dialogues they them selves have written. In addition, I check the written dialogues for spelling and grammar errors. It takes very little class time and gives the student a head start on developing writing skills.

Grace Blossom
Rio Salado Community College - Maricopa County

Teaching Commands in ESL

Teaching commands can be far more than just an exercise in grammar in any ESL class. This is especially true with Spanish speaking adults. They have been trained since childhood to soften the commands of their language with "please" (por favor) and "thank you" (gracias). To them the commands of English can sound almost insulting. This should be carefully explained, especially to women who are considering joining the work force.

Several women in my all Spanish speaking class told how very difficult it was for them to cope with (to them) the harsh commands of their English speaking supervisors. One said she went home and cried. Another said she almost quit. Still another said she felt like fighting back. An ESL teacher or any teacher who deal with Hispanics can perform a real service to their learners by spending class time discussing this cultural aspect when teaching the command forms of English.

Karen Smith
Rufugee Education Project - Pima County

Teaching embedded questions in the situation of asking for directions.

Set up a small town with rods. Use rods to depict certain buildings or places (park, bank, school, hospital, post office, etc.) Set up 3 rods as 3 people at any point in the town.

S1: Do you know where the _____ is?

S2: No, I don't/I'm not sure. Why don't you ask __S3__. S/he can tell where the _____ is.

S1: O.K., Thanks. __S3__, do you know where the _____ is?

S3: Yes, Go two blocks ...

(S1 must follow the directions)

(Conversation adapted form Side by Side, book 2, Steven Molinsky and Bill Bliss, Prentice - Hall Inc, 1981)

Literacy: Reading and Word Order

The students read sentences that correspond to a series of pictures. Teacher gives necessary explanations. The teacher writes sentences out and cuts up each word individually. The teacher gives the students the scrambled words and the student must put them in the correct order. Then, the student must arrange the sentences in the correct order to match with the pictures.

Linda A. Bacon
Phoenix Union High School District - Maricopa County

Many ESL teachers begin with "the ABC"s." They teach the name and the "sound" of the letter, and use this as a basis for pronouncing and spelling English. This is very misleading. I teach the names of the letters for the single purpose of enabling students to spell their names, street names, or when attempting to clarify a word they are mispronouncing, but not to explain English pronunciation. Here's why: The letter named "a", for example, has eleven different pronunciations in English (at, was, village, any, swamp, usable, all, care, war, late); "e" has eight; "i" has six; "o" has eleven; "u" has nine, etc. Furthermore, the sound of the letter named "a" (as in late), can also be spelled twelve other ways (mail, day, they, vein, eight, great, straight, ballet, israeli, gauge, suede, fiancee). So, how do I teach pronunciation and spelling in English? I do them both at once, visually, without the necessity of lengthy, intricate explanations, by using Caleb Gattegno's "Silent Way" materials.

Numbers are another area we teach to ESL beginners because nearly everyone knows numeration in their own language and culture. I use another of Gattegno's ideas to teach numbers in a way that is exciting and powerful for students.

a) first I write the numbers 1 through 9 across the top of the board, introduce their names, and give students practice here because these names they must remember or memorize.

b) Then I begin a second row by introducing 10. I write it below and to the left of 1.

c) I introduce -teen, and show how combining 4 and -teen produces 14, which I write under the 4. I do the same for 16, 17, 18. (Some teachers peachers prefer not to include 18 here, or 80 later, because in fact the spelling changes when -teen and -ty are added: one t is dropped.)

d) I introduce -ty. I leave blank spaces down the lefthand side of the board under 10 (for 20, 30, 40, 50 which will come later) and write 60, 70, 80. Now I can show how combining 60 and 1 produces 61, which I write next to 60 and below 1. The same is pointed out for 60 and 2, 70 and 7, 80 and 3 (for example), etc.

   For the price of memorizing 11 "word" (1-9, -teen, -ty), the students get 34 new numbers for free!

e) Now 14, 19, 40, 90 can be introduced: Their pronunciation stays the same, but their spelling is different. This can be pointed out on Gattegno's "Silent Way" numbers chart, which has four, for- (same colors), nine, nin- (same colors).

f) 13, 15, 30, 50 are treated together because both pronunciation and spelling change. The number chart shows three, thir-, five, fif-.

g) 11 and 12 must be remembered just as they are, no combining with other numbers. They are now placed under the 1 and 2 respectively.

Your board now looks like this:

	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	with perhaps some examples of combining such as:								
30		32							
40				44					
50								58	
60	61								
70							77		
80			83						
90									99

h) By introducing hundred, preceding it by numbers 1 through 9, students acquire thousands of new numbers immediately.

i) Introducing thousand, million, billion the same way, and providing practice combining, multiplies exponentially what students can say -- all in the first hour or two of English. Students can now practice increasing their speed and facility with such meaningful English phrases as 132,566, 897 or 938,444,621,575 -- or any combination your or their imaginations can create. Gategno's word chart provides further practice through visual dictation. For these and more ideas, see Gattegno's Teaching Foreign Languages in Schools The Silent Way, p. 44ff, and The Common Sense of Teaching Foreign Languages. p. 27ff.

Francis L. Stearns
Miami Public Library - Gila County

I can't be said to have any ideas that could be dignified as general purpose ideas. My work experience is in providing staff support to a wide variety of people interested in implementing a narrow range of concerns, i.e., lots of illusions to be funneled through small opportunities as these arise. ESL has given me one student whom I study closely. She has enough formal, Mexican schooling to remember it as a process requiring application; she's very quick and clever, far surpassing the meager vocabulary she tries to push her thoughts through in English. Probably my best technique is to encourage her to consider how Spanish would handle some word or number task and then together we produce an English version. Keeping the Spanish rhythm for that language and separating out English into its vocabulary and different rhythm has perhaps been equally helpful.

Example: Her all-purpose "these ones" instead of the appropriate noun; she sees now that this expression is used (lazily) by her as a pronoun. Grammar as an analytic tool, one might say.

To force attention to directions (I'm ambitious for her to be at high school entry level skills by the end of the CY), I held back the Reader for Book 3, Laubach and pushed to Lesson 7 of the Handbook. When her ability to do the page task lagged her understanding of the directions, she protested, NCT caved in. This proved to her, as I had said to her, that she was well able to prepare for GED classes. She learned how to psych out what the teacher wanted. In her considerable improvement in writing along with reduction in personal confusion via better communication, she sees that the teacher-me-and the books - have what she needs. This is probably a little too circular for what YOU want; generalized. I'm saying I push for a good gestalt or two each session.

So far so good, but this is handrearing. I don't know that this demanding method (?) would work with two or three. We go for 3 to 4 hours a week and we get fairly noisy. All class work is conducted in English; Spanish is used for illustration. We emphasis work situation vocabulary.

NETWORKING DIRECTORY EVALUATION

NAME: _____

PROGRAM: _____ COUNTY: _____

A. Do you forsee utilizing the Directory to:

1. Compare/contrast technique with peers? YES 50% NO 25% 25% NA
2. Re-acquaint self with workshop participants? YES 63% NO 25% 12% NA
3. Establish new bonds using information in Directory? YES 75% NO 25%

B. Would you see the usefulnes of updating the statewide Directory? YES 75% NO 25%

1. Yearly. 38%
2. Every 3 years. 50% 12% NA

C. What other types of information about your peers would be beneficial to you and your program?

1. pictures
2. program affiliation
3. summaries of programs represented

D. Do you plan to network with your peers listed in the Directory? YES 75% NO 25%

PLEASE RETURN TO: JANET C. GESIN. ASSOCIATE DIRECTOR
RIO SALADO COMMUNITY COLLEGE
135 NORTH 2ND AVENUE
PHOENIX, AZ 85003

RIO SALADO COMMUNITY COLLEGE
TEACHING TECHNIQUES SURVEY EVALUATION

Name _____
Program _____ County _____

A. Did you receive a Teaching Techniques Survey from your peer? Yes 80% No 20%

B. Did you find the techniques listed in the Survey to be useful for your classroom? Yes 80% No 20%

C. Were your ideas or techniques listed in the Survey? Yes 100% No _____

D. Were your teaching techniques reinforced as a result of finding similarities listed in the Survey? Yes 60% No 25%

E. Do you plan to contact your "techniques pen pal"? Yes ____ No 60% Don't Know 40%

F. Would like to receive a re-issue (yearly) of the Teaching Techniques Survey? Yes 60% No 40%

G. Did you enjoy participating in the Teaching Techniques Survey? Yes 60% No 40% NA

H. Do you have any suggestions for future statewide networking exchanges?

Another workshop to exchange ideas
Annual statewide conference, at least two days.

Your participation and cooperation in sharing your techniques with your peers statewide have been greatly appreciated.

Please return this Evaluation to:

Janet C. Gesin
Rio Salado Community College
135 N. Second Avenue
Phoenix, AZ 85003